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ABSTRACT

The results are reported of the North Carolina Competency Testing Program. The Senior High Assessment of Reading Performance (SHARP) and the Test of Performance in Computational Skills (TOPICS), modified for the North Carolina program, have been administered to eleventh-grade students in public, nonpublic, federal, and special schools. Both tests must be passed for graduation from high school. Among the conclusions drawn from the 1978 testing program are: 90 percent of public school students passed the reading test; 85 percent of this group passed the mathematics test; 98 percent of nonpublic school students passed both tests, although 45 percent of nonpublic schools did not participate; a direct relationship exists between failure rates and the educational levels of students' parents; 12 percent of educable mentally retarded passed the reading test and 7 percent passed mathematics; of the learning disabled, 56 percent passed reading and 47 percent passed mathematics; approximately 50 percent of the students who failed either the reading or mathematics portion of the test also failed both subject areas of the test. A detailed breakdown of performance by schools is appended. (MH)

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North Carolina Competency Test Program

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Division of Research / North Carolina Department of Public Instruction
Raleigh, 27611

THE NORTH CAROLINA COMPETENCY TESTING PROGRAM

1978

Introduction

The Competency Testing Program was legislated in the 1977 General Assembly through House Bill 204, dated June 9, 1977. This law provided that, beginning in the Fall of 1978, competency tests be administered to all eleventh-grade students in the State as a requirement for graduation.

The North Carolina Competency Tests are basic skills tests of reading and mathematics designed to measure minimum competency, not ideal achievement. The specific tests selected for administration were field tested in local school systems in 1977 and modified versions of the SHARP (Senior High Assessment of Reading Performance) and TOPICS (Test of Performance in Computational Skills) were developed for the North Carolina program. Both tests are published by CTB/McGraw-Hill and each contains 120 items.

The North Carolina Competency Testing Program was administered to eleventh-grade students in the public schools, nonpublic schools, federal schools, and special schools on or about November 1 and 2, 1978, with make-up testing taking place November 7, 8, and 9, 1978. Modifications such as large print, cassette tapes, and braille were made available for students who were officially classified as having special needs.

Personnel in local education agencies (LEAs), many of the nonpublic schools, and two federal schools attended administrative workshops, developed monitoring plans, and undertook measures to insure the security of the competency tests. These activities were monitored by State Department and local education agency personnel.

Passing both the reading and mathematics competency tests is a requirement for graduation in addition to other current State and local graduation requirements.

Those who fail either or both tests will be given additional instruction for learning those skills which they do not possess. On May 1 and 2, 1979, students will have an opportunity to be retested on the particular test or tests which they did not pass in November, 1978.

Local education agencies are to be commended for their successful efforts to assist students in acquiring the skills measured by the competency tests. The passage of the competency test legislation in June, 1977 initiated one and one-half years of concentrated remediation planning and implementation by school personnel. Some LEAs identified students needing remediation through the development and administration of locally designed basic skills competency tests. Other school systems identified students on their performance in English and mathematics courses, other achievement tests, or general scholastic performance. Subsequently, instructional activities were developed by teachers to assist students in obtaining the skills necessary to master the competency tests objectives.

Results

The summaries presented in the body of this report include: (a) the percent of students passing and the median scores for all students in the State, by type of schools, by ethnic groups, by educational levels of parents, by handicapped categories, and by type of remediation in which students were involved; (b) the number and percent of students who scored within various intervals above and below the cutoff scores; and (c) the number and percent of high schools and local education agencies that fell within various failure rates. In the Appendix of the report, summaries by public local education agencies are presented.

Summaries by Type of Schools

A total of 81,353 eleventh-grade students in North Carolina public schools was administered the reading competency test (Table 1). Of this total, 73,264

Table 1

NUMBER AND PERCENT OF STUDENTS WHO PASSED THE
READING AND MATHEMATICS COMPETENCY TESTS

Fall 1978

Group	Reading (120 Items)				Mathematics (120 Items)			
	Number Tested	Number Passed	Percent Passed	Median	Number Tested	Number Passed	Percent Passed	Median
Public Schools (all students)	81,353	73,264	90	110.5	81,322	69,465	85	103.0
Extended Day	927	678	73	99.63	909	548	60	83.72
Nonpublic (all schools)	2,277	2,256	99	115.35	2,278	2,231	98	112.51
Federal	232	213	92	N/A	232	206	89	N/A
Other	191	127	66	N/A	191	115	60	N/A
Ethnic								
American Indian	907	721	79	102.1	908	656	72	92.0
Black Male	11,057	7,833	71	97.7	11,051	7,133	65	86.0
Black Female	11,699	9,298	79	101.3	11,682	7,906	68	87.8
White Male	28,244	26,830	95	112.44	28,244	26,125	92	107.12
White Female	28,352	27,640	97	113.7	28,355	26,760	94	108.2
Other	327	285	87	110.7	326	282	87	106.5
Parent Education								
8th grade or less	5,301	3,607	68	97.0	5,295	3,202	60	84.3
8th - 11th grade	16,363	13,532	83	104.4	16,356	12,427	76	93.9
High School Grad.	32,358	30,038	93	110.8	32,347	28,581	88	103.3
More than High School	21,000	20,592	98	114.9	21,011	20,119	96	111.0
Handicap								
No handicap	76,906	71,139	93	111.0	76,891	67,601	88	103.8
EMR	1,890	219	12	59.7	1,887	134	7	45.1
Multiple Handicap	77	25	32	74.3	76	21	28	48.5
Hearing Impaired	79	59	75	105.33	79	55	70	101.0
Visually Impaired	130	120	92	109.8	130	114	88	102.8
Learning Disabled	652	366	56	89.6	652	309	47	74.5
Other	215	141	66	97.3	214	123	57	82.5

(Continued)

Table 1 (Continued)

Group	Reading (120 Items)				Mathematics (120 Items)			
Remediation Program	Number Tested	Number Passed	Percent Passed	Median	Number Tested	Number Passed	Percent Passed	Median
No remediation program	59,490	55,221	93	111.8	59,457	52,827	89	105.1
Reduce class size	5,534	4,017	73	99.9	5,536	3,579	65	87.1
Basic skills lab.	2,697	2,117	78	99.7	2,700	1,872	69	88.2
CETA/SES Lab.	1,062	779	73	95.9	1,062	693	65	84.3
Tutorial	1,863	1,597	86	106.09	1,865	1,441	77	94.7
Other	7,618	6,940	91	110.7	7,619	6,631	87	103.3

or 90 percent made passing scores. Within this group 927 students were in Extended Day* programs and 73 percent made passing scores. The median score on the 120-item reading test for the total public school population was 110.5. The median score for students in the Extended Day programs was 99.6. For nonpublic schools, 2,277 students were administered the reading test. Ninety-nine percent made passing scores and the median score was 115.4. It is noted that approximately 45 percent of the nonpublic schools did not participate in the competency testing program. For federal schools 232 students were administered the reading test and 92 percent made passing scores. A total of 191 students who were attending school in other agencies such as the hospital and schools for the blind or deaf also were administered the reading competency test. Of this number, 66 percent made passing scores.

Approximately the same number of students (81,322) in each of the types of schools above were administered the mathematics competency test. The percents of students in the various types of schools who passed the mathematics test were: All students in the public schools, 85 percent; students enrolled in public school Extended Day programs, 60 percent; students enrolled in nonpublic schools, 98 percent; students enrolled in federal schools, 89 percent; and other educational programs, 60 percent.

The median scores on the 120-item mathematics test for students enrolled in the various types of schools were: public schools, 103.0; Extended Day program, 83.7; and nonpublic schools, 112.5.

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*An Extended Day program is an extension of regular public school for those persons who for economic, psychological, academic, and various other reasons cannot respond in a positive way to programs offered in the conventional manner and during the regular daily/weekly program.

Summaries by Sex and Ethnic Groups*

Of the total number of students in the public schools who were administered the reading and mathematics competency tests, approximately 907 were American Indian; 11,057 were Black males, 11,699 were Black females, 28,244 were white males, 28,352 were white females, and 327 were from other ethnic groups. The percents of students from these various categories who passed the reading and mathematics tests were as follows: American Indians, 79 percent, reading and 72 percent, mathematics, Black males, 71 percent, reading and 65 percent, mathematics; Black females, 79 percent, reading and 68 percent, mathematics; white males, 95 percent, reading and 92 percent, mathematics; white females, 97 percent reading, 94 percent, mathematics; and 327 students from other ethnic groups, 87 percent in both reading and mathematics.

Summary by Levels of Parent's Education**

A direct relationship was observed between the proportion of students who passed both the reading and mathematics competency tests and the educational level of their parents.** For example, on the reading test, only 68 percent of the students whose parents attained an eighth-grade education or less scored at or above the passing cutoff score. In contrast, the percent of students who passed the test and whose parents had between an eighth-grade and eleventh-grade education was 83 percent; were high school graduates, 93 percent; and had more than a high school education, 98 percent. The percent of students within the various parental educational levels who passed the mathematics tests were:

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*Separate scores are not reported by ethnic groups for the nonpublic schools since only 0.1 percent of their students were American Indians; 1.7 percent, Black males; and 1.4 percent Black females.

**Separate scores for nonpublic schools are not presented by parental educational levels since approximately 97 percent of the parents either graduated from high school or received post high school education.

eighth-grade education or less, 60 percent; eighth to eleventh grade, 76 percent; high school graduates, 88 percent; and more than a high school graduate, 96 percent.

Summary For Handicapped Students

Handicapped students who were officially classified as educable mentally retarded (N = 1890) had the highest proportion of failing scores; only 12 percent passed the reading test, and seven percent passed the mathematics test. In contrast, 92 percent and 88 percent of the visually impaired students (N = 130) passed the reading and mathematics tests respectively. The proportions of students from other handicapped categories who passed the two tests were: hearing impaired (N = 79), 75 percent for reading and 70 percent for mathematics; learning disabled (N = 652), 56 percent for reading and 47 percent for mathematics; and multiple handicapped students (N = 77), 32 percent for reading and 28 percent for mathematics. The proportions of students (N = 215) classified as having a variety of other handicaps who passed the competency tests were 66 percent and 57 percent respectively for reading and mathematics. Of the 76,906 students who were not handicapped, 93 percent passed the reading test and 88 percent passed the mathematics test.

Summary by Remediation Programs

According to information that was collected during the test administration, 59,490 students had not been involved recently in a formal remediation program. Approximately 93 percent of these students passed the reading test whereas 89 percent passed the mathematics. The proportions of students who passed the tests who were enrolled recently in remediation efforts, however, were as follows by type of remediation program: reduced class size, 73 percent for reading and 65 percent for mathematics; basic skills laboratory, 78 percent in reading and 69 percent in mathematics; CETA/SES laboratories, 73 percent in reading and 65 percent in mathematics; tutorial programs, 86 percent in reading and 77 percent

in mathematics; and other types of remedial programs, 91 percent in reading and 87 percent in mathematics.

Variations in Student Scores

Table 2 presents the number and percent of students who scored within various intervals above and below the established minimum passing scores on the reading and mathematics tests. Each test, except for the braille edition, included 120 items.

The minimum raw score for passing the reading test was 87. Approximately one percent (actually 0.64%) of the students scored exactly at the cutoff score. As would be expected in a minimum competency test, a majority of the eleventh-grade students scored above the cutoff score. For example, approximately 13 percent scored between 87 and 99, whereas approximately 77 percent scored between 100 and 120. The percentages of students who scored below the minimum score of 87 were as follows: approximately 3.4 percent between 80 and 86; approximately 2.7 percent between 70 and 79; approximately 3.1 percent between 40 and 69; and .71 percent between zero and 39.

The minimum raw score for passing the mathematics test was 77. Approximately 28 percent of the eleventh-grade students scored between 77 and 99 and approximately 57 percent scored between 100 and 120. At intervals below the cutoff score of 77 were 4.23 percent between 70 and 76, 4.16 percent between 60 and 69, 2.78 percent between 50 and 59, and 3.42 percent between zero and 49.

Failure Rates for High Schools and Administrative Units

Table 3 presents the number and percent of public high schools and local education agencies with various failure rates on the reading competency test. There were 342 high schools from 145 local education agencies involved in the competency program. Approximately 60 schools or 17 percent had 16 percent or more students failing the reading competency test. Eight or two percent of the high schools had more than 30 percent failures; three or one percent had between

Table 2

Variations In Student Scores
By Number And Percent Of Students At Various Score Intervals

Public Schools
(all students)

SHARP

Score Intervals	Number of Students	Percent of Students
100-120	62895	77.30
88-99	9847	12.10
*87	522	.64
80-86	2738	3.37
70-79	2223	2.74
40-69	2554	3.14
0-39	574	.71

Reading Passing Raw Score = 87

Public Schools
(all students)

TOPICS

Score Intervals	Number of Students	Percent of Students
100-120	46504	57.19
78-99	22355	27.48
*77	606	.74
70-76	3437	4.23
60-69	3378	4.16
50-59	2260	2.78
0-49	2782	3.42

Mathematics Passing Raw Score = 77

TABLE 3

Number and Percent of High Schools and School Systems with Various Failure Rates

Reading

Public Schools
(Excluding Extended Day)

Percent of Failures	Schools		School Systems	
	N	%	N	%
0-5 percent	65	19	21	14
6-10 percent	144	43	67	46
11-15 percent	73	21	35	25
16-20 percent	38	11	16	11
21-25 percent	11	3	5	3
26-30 percent	3	1	1	1
above 30 percent	8	2	0	0
Total	342	100	145	100

26 and 30 percent failures; 11 or three percent had between 21 and 25 percent failures; and 38 or 11 percent of the high schools had between 16 and 20 percent failures.

Approximately 282 or 82 percent of the 342 high schools that were administered the reading test had 15 percent or fewer failures. The number and percent of schools below this failure rate were as follows: 73 or 21 percent of the high schools between 11 and 15 percent, 144 or 43 percent of the high schools between six and 10 percent, and 65 or 19 percent of the high schools between zero and five percent.

Further analysis of the reading test revealed that 123 or 85 percent of the 145 local education agencies had 15 percent or fewer student failures. No single local school agency had more than 30 percent of its students fail the reading test; however, one local education agency had between 26 and 30 percent failures, five had between 21 and 25 percent failures, and 16 had between 16 and 20 percent failures.

On the mathematics test, the failure rate was 16 percent or higher in 134 or 39 percent of the 342 high schools involved in the competency test program (Table 4). Approximately 20 percent or 68 high schools had a failure rate between 16 and 20 percent; eight percent or 29 schools had between 21 and 25 percent; six percent or 22 schools had between 26 and 30 percent; and five percent or 16 high schools had above 30 percent.

Approximately 40 percent or 58 of the 145 local education agencies in the State had failure rates on the mathematics test that exceeded 16 percent of their eleventh-grade students. Two of these 58 local agencies had more than 30 percent failures; nine agencies had between 26 and 30 percent; 14 agencies had between 21 and 25 percent; and 33 agencies had between 16 and 20 percent.

TABLE 4

Number and Percent of High Schools and School Systems with Various Failure Rates

MATHEMATICS

Public Schools
(Excluding Extended Day)

Percent of Failures	Schools		School Systems	
	N	%	N	%
0-5 percent	19	6	3	2
6-10 percent	78	23	31	21
11-15 percent	110	32	53	37
16-20 percent	68	20	33	23
21-25 percent	29	8	14	10
26-30 percent	22	6	9	6
above 30 percent	16	5	2	1
Total	342	100	145	100

Failure Rates on Both Tests

A large proportion of the eleventh-grade students in the State who failed either the reading or mathematics competency test also failed both competency tests. For example, of the 11,857 students who failed the mathematics test, 56 percent or 6,634 students also failed the reading test. Similarly, of the 8,089 students who failed the reading test, 83 percent or 6,634 students were below the passing score on the mathematics test. Also, of the 13,312 students who failed at least one of the tests, 49.8 percent failed both. Obviously, these statistics do not include those students who did not take both of the competency tests during the official testing period.

Summary

Among the most important results of the 1978 Competency Testing Program are those that follow:

- Approximately 90 percent of the eleventh-grade students who attended the public schools in the State passed the reading competency test; 85 percent of this group passed the mathematics.
- Of the 927 students in the public schools who attended Extended Day programs for students with special problems, 73 percent passed the reading test and 60 percent passed the mathematics test.
- Over 98 percent of the students who attended nonpublic schools passed the reading and mathematics tests. Approximately 45 percent of the nonpublic schools, however, did not participate in the competency testing program.
- There is a direct relationship between the failure rates on the competency tests and the educational levels attained by the students' parents. For example, 98 percent of the students whose parents attended school beyond the high school level passed the reading test, whereas only 68 percent of the students whose parents had eighth-grade education or less passed the reading test.

· Approximately 12 percent of the educable mentally retarded students passed the reading test, and seven percent of these students passed the mathematics test. Of the students who were classified as learning disabled, 56 percent passed the reading test and 47 percent passed the mathematics test.

· On the two 120-item tests, over 77 percent of the public school students correctly answered 100 or more items while approximately 57 percent of the students scored at this level or above on the mathematics test. In contrast, approximately four percent and 10 percent of the students got 69 or fewer items correct on the reading and mathematics tests respectively.

· Of the 342 public high schools that participated in the high school competency program, six percent had more than 20 percent failures in reading and 19 percent had more than 20 percent failures in mathematics.

· Of the 145 local public school systems in the State, four percent had a failure rate above 20 percent in reading and 16 percent of the systems had a failure rate above 20 percent in mathematics.

· Approximately half (49.8 percent) of the eleventh-grade students in the State who failed either the reading or mathematics portion of the competency test also failed both subject areas of the test.

APPENDIX

NORTH CAROLINA STATE SUMMARY

Public School Systems*

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
Alamance County	911	89	10	910	147	16
Burlington City	599	37	6	600	41	7
Alexander County	331	21	6	332	31	9
Alleghany County	138	9	7	138	8	6
Anson County	373	97	26	373	114	31
Ashe County	341	30	9	341	45	13
Avery County	192	19	10	192	35	18
Beaufort County	332	47	14	332	77	23
Washington City	338	63	19	338	88	26
Bertie County	358	74	21	358	64	23
Bladen County	485	78	16	485	131	27
Brunswick County	507	89	18	508	132	26
Buncombe County	1639	75	5	1644	141	9
Asheville City	460	46	10	460	83	18
Burke County	889	62	7	888	110	12
Cabarrus County	634	37	6	633	68	11
Concord City	210	11	5	209	14	7
Kannapolis City	399	35	9	399	56	14
Caldwell County	805	61	8	805	92	11
Camden County	104	12	12	104	20	19
Carteret County	527	51	10	527	81	15
Caswell County	315	51	16	314	81	26
Catawba County	782	36	5	782	51	7
Hickory City	355	27	8	355	31	9

*Does not include students in Extended Day program

NORTH CAROLINA STATE SUMMARY

Public School Systems

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
Newton City	183	14	8	183	21	11
Chatham County	424	23	5	424	46	11
Cherokee County	255	14	5	255	19	7
Chowan County	210	32	15	210	31	15
Clay County	90	12	13	90	14	16
Cleveland County	617	91	15	617	94	15
Kings Mtn. City	313	27	9	312	50	16
Shelby City	329	25	8	329	41	12
Columbus County	642	124	19	642	187	29
Whiteville City	186	9	5	186	13	7
Craven County	497	71	14	496	98	20
New Bern City	474	55	12	475	90	19
Cumberland County	2577	186	7	2578	319	12
Fayetteville City	771	53	7	772	98	13
Currituck County	156	13	8	155	12	8
Dare County	139	2	1	139	3	2
Davidson County	1103	54	5	1103	90	8
Lexington City	245	25	10	246	40	16
Thomasville City	215	23	11	215	25	12
Davie County	380	21	6	380	32	8
Duplin County	663	87	13	661	120	18
Durham County	1013	42	4	1013	62	6
Durham City	554	53	10	553	136	25
Edgecombe County	372	64	17	372	84	23

NORTH CAROLINA STATE SUMMARY

Public School Systems

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
Tarboro City	247	29	12	247	33	13
Forsyth County	3510	350	10	3504	575	16
Franklin County	309	31	10	309	49	16
Franklinton City	85	7	8	85	12	14
Gaston County	2066	180	9	2070	294	14
Gates County	132	21	16	132	27	20
Graham County	101	8	8	101	13	13
Granville County	498	51	10	497	81	16
Greene County	316	46	15	316	49	16
Guilford County	1877	125	7	1875	150	8
Greensboro City	1979	220	11	1975	314	16
High Point City	652	64	10	652	109	17
Halifax County	487	112	23	484	136	28
Roanoke Rapids City	215	11	5	216	10	5
Weldon City	107	25	23	107	25	23
Harnett County	740	74	10	738	94	13
Haywood County	667	51	8	667	71	11
Henderson County	575	19	3	575	42	7
Hendersonville City	147	7	5	146	9	6
Hertford County	364	48	13	364	77	21
Hoke County	277	42	15	278	46	17
Hyde County	97	16	16	97	26	27
Iredell County	666	39	6	666	69	10
Mooresville City	156	10	6	156	12	8

NORTH CAROLINA STATE SUMMARY

Public School Systems

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
Statesville City	264	9	3	264	21	8
Jackson County	277	12	4	276	20	7
Johnston County	1016	69	7	1016	102	10
Jones County	137	21	15	137	25	18
Lee County	517	40	8	517	60	12
Lenoir County	477	44	9	477	66	14
Kinston City	378	22	6	378	34	9
Lincoln County	578	63	11	578	70	12
Macon County	259	12	5	259	33	13
Madison County	196	10	5	196	18	9
Martin County	413	56	14	413	70	17
McDowell County	486	40	8	485	73	15
Mecklenburg County	5383	620	12	5389	836	16
Mitchell County	196	11	6	195	30	15
Montgomery County	309	39	13	309	53	17
Moore County	660	48	7	662	82	12
Nash County	742	106	14	744	142	19
Rocky Mount City	487	46	9	487	66	14
New Hanover County	1416	99	7	1415	159	11
Northampton County	366	62	17	366	89	24
Onslow County	1236	100	8	1235	138	11
Orange County	351	34	10	350	62	18
Chapel Hill City	426	44	10	423	64	15
Pamlico County	175	16	9	175	24	14

NORTH CAROLINA STATE SUMMARY

Public School Systems

1978-79 Competency Testing Program

OL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
otank County	480	79	16	480	86	18
r County	393	65	17	393	74	19
imans County	123	17	14	123	19	15
n County	464	37	8	464	54	12
County	803	116	14	804	157	20
ville City	422	33	8	422	44	10
County	85	3	4	85	6	7
City	59	6	10	59	7	12
lph County	760	29	4	759	43	6
oro City	317	16	5	316	25	8
ond County	698	67	10	698	115	16
on County	829	192	23	829	257	31
ont City	135	25	19	135	34	25
rton City	320	31	10	320	52	16
n City	105	21	20	105	32	30
prings City	134	20	15	134	23	17
Pauls City	92	13	14	92	22	24
ngham County	344	39	11	341	59	17
City	354	23	6	353	45	13
on-Mayodan City	203	27	13	203	26	13
ville City	305	45	15	305	76	25
County	896	69	8	896	94	10
bury City	229	10	4	229	22	10
rford County	701	78	11	701	107	15

NORTH CAROLINA STATE SUMMARY
Public School Systems

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
Sampson County	506	69	14	506	71	14
Clinton City	238	19	8	238	29	12
Scotland County	471	91	19	469	101	22
Stanly County	515	31	6	515	56	11
Albemarle City	160	17	11	160	18	11
Stokes County	446	42	9	446	54	12
Surry County	613	54	9	613	84	14
Elkin City	83	3	4	83	3	4
Mount Airy City	163	11	7	163	19	12
Swain County	141	14	10	141	15	11
Transylvania County	280	15	5	282	21	7
Tyrrell County	75	16	21	75	18	24
Union County	762	61	8	762	96	13
Monroe City	208	21	10	208	28	13
Vance County	527	73	14	525	91	17
Wake County	3892	263	7	3897	409	10
Warren County	232	38	16	232	62	27
Washington County	236	38	16	236	56	24
Watauga County	320	19	6	320	27	8
Wayne County	1093	127	12	1093	166	15
Goldsboro City	499	72	14	498	123	25
Wilkes County	823	48	6	824	101	12
Wilson County	850	98	12	850	141	17
Yadkin County	416	31	7	416	56	13

NORTH CAROLINA STATE SUMMARY

Public School Systems

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
Yancey County	179	22	12	179	25	14
TOTAL Public Schools *	80426	7841	10	80413	11496	14

*NOTE:
The above totals do not include students in the Extended Day programs.

TOTAL Public Schools plus Extended Day	81,353	8,089	10	81,322	11,857	15

NORTH CAROLINA STATE SUMMARY

Extended Day Programs

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
Alamance County	19	3	16	20	5	25
Burlington City	8	4	50	8	4	50
Alexander County	15	5	33	15	7	47
Bladen County	5	0	0	5	1	20
Asheville City	25	7	28	25	12	48
Burke County	6	1	17	6	2	33
Caldwell County	10	0	0	11	1	9
Caswell County	6	1	17	6	3	50
Catawba County	36	10	28	38	13	34
Kings Mountain City	7	3	43	8	3	38
Shelby City	9	3	33	8	2	25
Columbus County	14	9	64	14	8	57
New Bern City	10	1	10	9	1	11
Cumberland County	62	10	16	64	23	36
Fayetteville City	14	3	21	14	4	29
Currituck County	8	2	25	8	3	38
Dare County	10	2	20	11	4	36
Davidson County	8	1	13	8	1	13
Thomasville City	9	2	22	9	4	44
Duplin County	22	5	23	22	7	32
Durham City	17	6	35	17	8	47
Forsyth County	66	19	29	60	30	50
Gaston County	46	9	20	46	15	33
Greensboro City	45	8	18	38	11	29

NORTH CAROLINA STATE SUMMARY

Extended Day Programs

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
High Point City	16	4	25	16	7	44
Halifax County	8	3	38	8	4	50
Hoke County	2	1	50	2	1	50
Iredell County	12	0	0	12	3	25
Lee County	22	6	27	22	9	41
Martin County	2	1	50	2	2	100
McDowell County	14	5	36	14	8	57
Mecklenburg County	43	10	23	39	13	33
Montgomery County	13	3	23	13	4	31
Nash County	19	4	21	17	5	29
New Hanover County	40	10	25	38	12	32
Onslow County	20	2	10	21	8	38
Pender County	13	6	46	13	8	62
Pitt County	8	3	38	8	2	25
Greenville City	31	21	68	30	25	83
Robeson County	14	7	50	14	9	64
Maxton City	18	12	67	14	9	64
Rockingham County	8	4	50	8	4	50
Rowan County	7	0	0	6	4	67
Clinton City	18	9	50	18	11	61
Union County	15	1	7	15	3	20

NORTH CAROLINA STATE SUMMARY

Extended Day Programs

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
Wake County	54	14	26	55	22	40
Watauga County	13	1	8	13	4	31
Wayne County	33	6	18	34	9	26
Wilson County	7	2	29	7	3	43
Total Extended Day Schools	927	249	27	909	361	40

NORTH CAROLINA STATE SUMMARY

Nonpublic Schools

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
030 Glade Valley	9	0	0	9	1	11
040 Southview Academy	18	0	0	18	0	0
070 Pungo Christian	25	1	4	25	1	4
080 Lawrence Academy	25	0	0	25	0	0
110 Asheville Christian	13	0	0	13	0	0
110 Asheville Country	17	0	0	17	0	0
110 Asheville School	65	0	0	65	0	0
110 Ben Lippen School	41	0	0	41	2	5
110 Christ School	32	0	0	32	1	3
110 Mt. Pisgah Academy	70	4	6	70	7	10
111 Newfound School	13	1	8	13	1	8
140 Patterson School	21	1	5	21	3	14
170 Piedmont Academy	14	0	0	14	0	0
181 North State Academy	19	0	0	19	0	0
210 Chowan Academy	9	0	0	9	0	0
241 Waccamaw Academy	8	0	0	8	0	0
251 The Danes School	7	0	0	7	0	0
260 Manna Christian	5	0	0	5	1	20
261 Fayetteville Academy	33	0	0	33	1	3
290 Westchester Academy	10	0	0	10	0	0
291 Sheets Memorial	8	0	0	8	0	0
320 Council Christian	17	0	0	17	0	0
320 Durham Academy	60	0	0	60	0	0
320 Southern Academy	4	0	0	4	0	0

NORTH CAROLINA STATE SUMMARY

Nonpublic Schools

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
600 Carolina Christian	7	1	14	7	1	14
600 Catholic High School	131	0	0	131	2	2
600 Charlotte Christian	20	0	0	20	0	0
600 Charlotte Country	63	0	0	63	0	0
600 Charlotte Latin	70	0	0	70	1	1
600 Clara Muhammad	1	0	0	1	0	0
600 Covenant Christian	5	0	0	5	1	20
600 Delphian	3	0	0	3	0	0
600 Paw Creek	15	0	0	15	0	0
600 Providence Day	51	0	0	51	0	0
600 Trinity Christian	4	0	0	4	1	25
600 Valleydale	21	0	0	21	0	0
630 Wallace O'Neal	21	0	0	21	0	0
640 Enfield Academy	49	0	0	49	0	0
640 New Academy	36	0	0	36	0	0
640 Rocky Mount Academy	24	0	0	24	0	0
641 Falls Road Baptist	20	0	0	21	1	5
650 Cape Fear Academy	16	0	0	16	0	0
660 Northeast Academy	38	0	0	38	0	0
670 Onslow Academy	6	0	0	6	0	0
700 Albemarle Academy	17	1	6	17	0	0
710 Pender Academy	28	0	0	28	0	0
740 Greenville Christian	18	1	6	18	1	6
784 Robeson Country Day	18	0	0	18	0	0

NORTH CAROLINA STATE SUMMARY

Nonpublic Schools

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
820 Harrells Christian	24	0	0	24	0	0
830 Laurinburg Institute	24	2	8	24	2	8
910 Vance Academy	21	0	0	21	1	5
920 Cardinal Gibbon	49	0	0	49	1	2
920 Hale High	30	0	0	30	1	3
920 Ravenscroft	83	0	0	83	0	0
920 St. Marys College	102	0	0	102	2	2
920 Southern Christian	12	0	0	12	0	0
930 Warren Academy	17	0	0	17	0	0
960 Wayne Country Day	28	0	0	28	1	4
962 Goldsboro Christian	29	0	0	29	0	0
982 Greenfield	13	0	0	13	0	0
TOTAL Private Schools	2277	21	1	2278	47	2

NORTH CAROLINA STATE SUMMARY

Nonpublic Schools

1978-79 Competency Testing Program

SCHOOL/UNIT	READING			MATHEMATICS		
	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO FAILED	% OF STUDENTS WHO FAILED
rboro Edgecombe	26	0	0	26	0	0
shop McGuinne	74	0	0	74	0	0
dgewood Christian	43	1	2	43	3	7
rsyth Country Day	33	0	0	33	0	0
sleyan Academy	34	1	3	34	0	0
in Street Christian	4	0	0	4	0	0
ara Muhammad	3	0	0	3	0	0
lem Academy	53	0	0	53	0	0
lem Baptist	12	0	0	12	0	0
odland Christian	25	0	0	25	3	12
ntral Academy	5	0	0	5	0	0
anklin Christian	8	1	13	8	1	13
hn Nichols	17	2	12	17	1	6
k Ridge Academy	24	0	0	24	1	4
eensboro Day	26	0	0	26	0	0
bgood Academy	43	1	2	43	1	2
anoke Christian	7	0	0	7	1	14
lifax Academy	35	1	3	35	1	3
pe Fear Christian	16	0	0	16	0	0
etcher Academy	54	2	4	54	1	2
dgecroft School	26	0	0	26	0	0
endell Parrott	20	0	0	20	0	0
rtin Academy	5	0	0	5	0	0
rmel Academy	27	0	0	27	0	0